PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

OCT 8 1930

Can the Schools Harness Radio?

Paterson Educates the Handicapped A 3-3-3-3 Curriculum

JOURNAL OF EDUCATION

A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

Boston, Mass.
Vol. CXII, No. 10

October 6, 1930

Ten Cents a Copy
By the Year, $3.00

For Better Work In English

Lockwood's Practice Sheets In English Grammar and Punctuation With Tests and Key

By HARRIET R. LOCKWOOD, *Supervisor of English Practice and Instructor in English Methods, State Teachers College, Oshkosh, Wisconsin.*

Small 4to, 190 pages bound and perforated.
Tests and Key, banded separately. Price, $0.64

A Workbook for the seventh, eighth, and ninth grades covering the more common errors in English grammar and punctuation and suitable for use with or without a textbook.

The exercises are grouped in fourteen units, each dealing with a number of related topics and accompanied by a mastery test and key with provision for self-teaching.

The work takes into account individual differences in ability and individual rates of progress.

AMERICAN BOOK COMPANY

New York *Cincinnati* *Chicago* *Boston* *Atlanta*

THE workbook plan is now adapted for general science classes in —

A GENERAL SCIENCE
WORKBOOK
LAKE - WELTON - ADELL

Sixteen lesson units are presented in this new workbook, the first for classes in general science. Each unit is developed by a series of carefully motivated problems. The subject matter permits its use as a basic textbook, and complete references make it available for use with any modern textbook. Write for a complete circular.

Silver, Burdett and Company
New York Newark Boston Chicago San Francisco

AMERICAN
THE LIFE STORY OF A GREAT INDIAN
Plenty-coups, Chief of the Crows
By FRANK B. LINDERMAN
Illustrated by H. M. STOOPS

This is an authentic record of the old Indian life, notable beyond its inherent interest and literary excellence, because in it an Indian chieftain speaks truthfully of his race. Plenty-coups, perhaps the oldest living chieftain, talks delightfully of his boyhood, his early training, of sports, of tribal warfare, of ceremonies and customs. AMERICAN is the ideal book of Indian life for every school.

"The book has beauty of style, of content. It is our nomination for the Book of the Year." — F. F. V. in NEW YORK EVENING POST.

"It is a book not only of a race which we should make every effort to understand, but of a very fine, wise, and unusual person whom it is a privilege to meet." — PHILADELPHIA INQUIRER.

Price $1.60

WORLD BOOK COMPANY
Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston 2126 Prairie Avenue, Chicago
Also Atlanta, Dallas, San Francisco, Portland, and Manila

THE TRYON AND LINGLEY AMERICAN HISTORY SERIES

Here is the modern method of teaching history at its best. "The American People and Nation," the first book to be published in the series, is used in thousands of schools. "The Beginnings of the American People and Nation" and "The American People and Their Old World Ancestors," recently published, promise to make as fine records. "The Growth of the American People and Nation" will be published in January. In each book the material is presented in teaching units with effective teaching aids — outlines, motivating forewords, self-testing exercises, projects and activities of the doing-and-thinking type, and standards of achievement.

GINN AND COMPANY
15 Ashburton Place, Boston, Mass.

THE BEGINNINGS OF THE AMERICAN PEOPLE AND NATION (KELTY)

THE GROWTH OF THE AMERICAN PEOPLE AND NATION (KELTY)
(In press)

THE AMERICAN PEOPLE AND THEIR OLD WORLD ANCESTORS (VOLLINTINE)

THE AMERICAN PEOPLE AND NATION (TRYON AND LINGLEY)

JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR OCTOBER 6, 1930

EDITORIALS:—
Horse Power in Education 227
Academy-Minded New England 228
Striking Students 228
"All Things Are New" 228
Home-Secretary in Cabinet 228
Johnson Publishing Company 228
ADULT EDUCATION HALF CENTURY AGO 229
By Albert E. Winship
STATE EDUCATION IN MASSACHUSETTS 230
By Albert E. Winship
THIS IS THE LAND WHERE HATE SHOULD DIE (Poem) 230
By Denis A. McCarthy
BELDING'S PAGE 231
A $5,000,000 Unit 231
Policing a Study Room 231
The Function of Research .. 231
PATERSON EDUCATES THE HANDICAPPED 232
By Frank M. Rich
A 3-3-3-3 CURRICULUM 234
By Fred J. Page
CAN THE SCHOOLS HARNESS RADIO? 235
By James Newell Emery
OBJECTIVES (Poem) 237
By Genevra Cook
LIZZIE MOORE — FORGOTTEN 238
By J. W. Crabtree
THE WHITE HOUSE CONFERENCE 239
By Ray Lyman Wilbur
YOU CAN HELP (Poem) 239
By Coleman Cox
THEY SAY 240
CHOOSING THE RIGHT SCHOOL COURSE 241
By Arthur Dean
A TRIP THROUGH EGYPT 242
By L. H. Putney
CHARACTER CHATS 244
By Joseph B. Egan
Do a Kindness 244
The Things That Give Shape 244
Glory to Them 244
Evil Announces Itself 245
Earth 245
NO SURRENDER—FORWARD! 245
By Albert Sidney Lehr
THE BOOK TABLE 246
EDUCATION IN ACTION 247
GRINS BETWEEN GRINDS 250

JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorials

Horse Power in Education

A CENTURY and a half ago—1780—Mr. Worthington had a large mill in Manchester, England, and needed a lot of power, which he produced with twelve horses trotting around a circle twenty-four feet in diameter at the rate of two and a half miles an hour.

James Watt had harnessed steam as a power and wanted to substitute steam for those twelve horses. No one believed there was any power as good as that produced by a horse at the end of a pole trotting around a circle.

Mr. Watt traced the relation of those horses to the power in the mill. He published a statement in 1782 that a horse created power enough to raise 33,000 pounds one foot in height in one minute. That was horse power a century and a half ago.

Mr. Watt then found the size of a cylinder in his steam engine and the length of the stroke required to produce power to raise 33,000 pounds one foot in height in one minute.

He knew the size of the cylinder and the length of the stroke in any steam engine, and he knew the horse power of any engine.

Those twelve horses were ultimately replaced by a steam engine, and for a century and a half the unit of measure of power, however created and however used, has been measured by a horse trotting two and a half miles an hour in a circle twenty-four feet in diameter which produced power to raise 33,000 pounds one foot in one minute.

The world moves. There are many marvelous sources of power and wonderful uses of power, and science has captured the industries, but all power, however created and used, is reported to the public by the achievement of a horse at the end of a pole trotting around a circle twenty-four feet in diameter two and a half miles an hour.

Science, education and religion are changing all the time, and their service to humanity is being measured, as they have always been, by the number of degrees civilization is raised by the effect upon individuals in every community.

Academy-Minded New England

NOTHING is more clearly in evidence than that there is a remarkable demonstration that New England is financially academy-minded.

The millions that have been given to Phillips-Andover Academy recently, and the half-million that has just gone to Groton Academy are merely samples of the spirit of the times in New England.

The cause is more important than the fact. These, and large kindred gifts, represent by-gone days. They are an heroic effort to prevent the America-minded present encroaching upon the classic academic-mindedness inherited in the long ago.

Striking Students

STUDENTS by the hundreds went on a strike in California, Pennsylvania, and Massachusetts the same day recently, and they virtually won what their strike was for. It is useless to get excited over it. "Authority" in the school seems to be negligible unless the "authority" first asks whether or not it is agreeable to the students.

In one case a thousand high school students went on a strike because their luncheon time was reduced to twenty-five minutes.

"All Things Are New"

"OLD things have passed away, all things are new," was never as fully demonstrated in all the years of my activity as in Washington, on September 11, when I had the privilege and honor of addressing the entire official force of the Office of Education and of the headquarters of the National Education Association with William John Cooper and J. W. Crabtree presiding.

It was the first time such an opportunity has come to any person. It was an ideal spirit of harmony. There was nothing perfunctory about it. It was absolutely spontaneous, arranged for on a notice of two days.

While it was one of the most appreciated honors of my professional life it was in no sense regarded as such, but rather as an honor to the memory of Horace Mann, whom the Office of Education and the National Education Association are equally desirous to honor.

Home-Secretary in Cabinet

CONGRESSMAN RUTH BRYAN OWEN of Florida advocates ardently a "Department of Home and Child" with a secretary in the cabinet—presumably a woman. This department will foster "Education, Home and Family Life, and Child Welfare."

The new department will offer: The children's bureau in the Department of Labor. Child health and home sanitation functions of the public health service in the Treasury Department. The national training school for boys and the national training schools for girls from the Department of Justice and District of Columbia Welfare Board. Child education functions of the Federal Board for Vocational Education, an independent governmental agency. The bureau of home economics of the Department of Agriculture.

Something may happen with Mrs. Ruth Bryan Owen behind a campaign for a new cabinet secretary.

Chicago's attendance at night schools has increased 62 per cent.

Johnson Publishing Company

ANDREW J. GRAY, Jr., who recently died in Richmond, Virginia, at the age of fifty-six, had been president of the Johnson Publishing Company for many years, and closely identified with it since his early manhood.

When, upon its reorganization ten years ago, Mr. Gray succeeded to the presidency of the Johnson Company he brought to the discharge of his duties not only the power of his vital and energetic personality, but also the information and judgment founded on a long and intensive training in the publishing of school books. Under his administration the Johnson Publishing Company advanced immensely both in the quality of books published and quantity of books sold. Today the Johnson Publishing Company has become not only one of the great industries of Richmond, but equally and even more significantly one of the oustanding constructive influences in the field of education in the public schools.

Under President Gray's leadership the Johnson Company was the first Southern publishing company to take an equal rank with the leading publishing houses of the country. Mr. Gray's notable activities were the creation of eminently successful elementary school books with the modern flavor; the development of secondary school texts that escape tragic sectionalism; and the entrance into the professional field as no other southern publishing house had ventured to attempt. Mr. Gray was American minded, and had a prominent part in making southern education American-minded.

After the death of President A. J. Gray the Johnson Publishing Company elected as his successor, F. H. Perry, vice-president of the company since its reorganization. His years of long friendship and intimate business association with Mr. Gray, combined with his strength and ability, admirably fit Mr. Perry for the continuance of the task he and Mr. Gray undertook ten years ago. The Johnson Company is fortunate in having as its president the man who has been so potent a force in building up its fortunes.

Adult Education Half Century Ago

By ALBERT E. WINSHIP

AS THERE seems to be easy fame attained by flying the banner of adult education as a recent creation, I am tempted to register a prior claim as a practitioner of adult education scientifically and professionally more than half a century ago.

From 1875 to 1883 each winter as pastor of a Congregational Church in Somerville, Massachusetts, I had a thriving community adult class on a purely education basis.

Each winter a class registered, attendance record was kept, lessons were carefully studied and efficiently estimated.

Each week there was a printed outline for study, and upon this they recited and the lesson was adequately reviewed.

One year it was English history. Each student purchased "Green's Shorter English History," which was thoroughly mastered by every member of the class.

One year it was "Business Arithmetic." One year it was shorthand and journalistic writing.

The high spot of the eight years was the class in "Parliamentary Practice and the Art of Debating." That subject was intensely enjoyed by those men, and was eminently satisfactory to me.

In the "History of University Extension," by Dr. Edmund J. James, long president of the University of Illinois, he wrote that the earliest strictly professional community class of adults for several years was this work from 1875 to 1883. I had been a teacher of teachers, and education was and always has been my major, and my whole soul was in the achievements of those adult students.

In the class in English history there were four young women working in factories and stores. Their class work was brilliant. They discovered their love of study, left factories and stores, attended the Salem, Massachusetts, State Normal School, and achieved high success professionally.

A man who recently died was recognized as the most successful and useful citizen of Toledo, a millionaire manufacturer, long chairman of the city board of education, chairman of the regents of a University, president and creator of the first Newsboys Club in the United States. In introducing me on one occasion in that city, J. D. Robinson said that his "fame and fortune" was due to those adult classes in Somerville.

The only excuse for referring to those adult classes is a by-product of exceptional interest. The rag-man in Somerville who went about the city with his horse and wagon collecting paper, rags, and junk could neither read nor write. I knew two other workmen who were equally limited in their education equipment, and I agreed to have a class in the public school building in the Brick Bottom section, that has been famous for its residents for half a century, if they would gather a class that would mean business. They gathered twenty-three men who faithfully and patiently struggled to free themselves from the stain of illiteracy. Two of the regular teachers in that school joined me, and two evenings a week those men met.

That was the most serious undertaking of my life. I would never have undertaken it had I suspected what was involved in teaching twenty-three intelligent men to learn to read and write. They learned to read what they needed to read, but I doubt if they ever read for enjoyment. They learned to write their name so it was recognized on business paper, and they could write memoranda which they could read.

Mrs. Cora Wilson Stewart has methods and devices so skillfully adapted that any one can teach any adult illiterate in one lesson of two hours so that he can write his name creditably, but it required all of my pedagogical wisdom to teach those twenty-three men to write their names.

Hard as it was and meagre as the results were, I was more enthusiastic over that class than over the famous results in the class in parliamentary practice and the art of debating.

I was very much in reform politics in those days, and Ward Two, Somerville, was notorious for its need of reform. The worst of it was that many of the best people profited politically and otherwise in having things continue as they were, and my reform enthusiasm was not popular with those who should have cheered me on, but those twenty-three Brick Bottomers never failed me. They were for everything I was for, regardless of their personal interests. They were in every public meeting where I was to speak on a public issue, and they were enthusiastic cheer leaders.

More than once when things were too hot for comfort some of these men talked right out in meeting, and there was never any doubt as to what they meant.

I could not always count on my parliamentarians and debaters, but there were twenty-three illiterates on the firing line nights and Sunday when I was leading any cause, and after I had them for backers I never lost a campaign.

I have been in the forefront of Mrs. Cora Wilson Stewart's illiteracy crusade since she started it in

Rowan County, Kentucky, twenty years ago, and today I am a charter member of the National Illiteracy Crusade, and a member of President Hoover's Advisory Committee on Illiteracy, but this is the first time that I have told why I am an enthusiast over adult education, and why I wanted to have a hand in the crusade that has taught a quarter of a million illiterates in four states in a few months' time to be followers of my twenty-three Brick Bottomers of 1878-1883.

When men and women learn to read and write they attain much more as champions of civilization.

State Education in Massachusetts

By ALBERT E. WINSHIP

DR. PAYSON SMITH in his twelve years as State Commissioner of Education has more creative achievements in education to his credit than has any of his predecessors in eighty years.

His opportunities have been unprecedented, and consequently his responsibilities have been more extensive and intensive than have any predecessors in eighty years.

For twelve years Dr. Smith has had unlimited power in the administration of all educational institutions and interests in Massachusets. His State Board of Education has been permitted, without official privilege, to devise anything that he chose to do or say in the administration of state education. This is a condition enjoyed by no predecessor.

The University Extension Division of the State Department of Education, James A. Moyer, director, is one of many creative activities in Dr. Smith's administration.

Instruction by men and women of collegiate rank in languages, literature, public speaking, mathematics, business methods, economics, art, music, education, Americanization, history, geography, law, psychology, science, engineering, technical and industrial subjects, so that last year 31,264 men and women from all walks of life attended such classes in sixty-seven Massachusetts centres.

Personally we are interested in the creation of "The Massachusetts State Normal Teachers Association," which brings together semi-annually all members of the ten faculties of the State Teacher Training Institutions. This is a three days' meeting devoted to conferences on the vital professional problems of the year, seasoned by wholesome and ennobling inspiration.

Dr. Smith is intensely human in his estimate of opportunities and responsibilities in education. His standards, material, intellectual and spiritual, are high, and he is universally and uniformly respected and admired.

This Is the Land Where Hate Should Die

By DENIS A. McCARTHY, LL.D.

This is the land where hate should die,
No feuds of faith, no spleen of race,
No darkly-brooding fear should try
Beneath our flag to find a place.
Lo, every people here has sent
Its sons to answer Freedom's call,
Their life-blood is the strong cement
That builds and binds the nation's wall.

This is the land where hate should die,—
Though dear to me my faith and shrine,
I serve my country well when I
Respect beliefs that are not mine.
He little loves his land who'd cast
Upon his neighbor's word a doubt,
Or cite the wrongs of ages past
From present rights to bar him out!

This is the land where hate should die!
This is the land where strife should cease!
Where dark, suspicious fear should fly
Before our flag of light and peace.
Then let us purge of poisoned thought
That service to the state we give,
And so be worthy, as we ought,
Of the great land in which we live!

—From "The Harp of Life," Carrolton Publishing Company, Boston.

Belding's Page

A $5,000,000 Unit

THE Brooklyn Technical High School, lately dedicated by Mayor James J. Walker of New York, was erected at a cost of nearly $5,000,000.

It is, to be sure, the largest secondary school in America's largest metropolis. And yet $5,000,000 is $5,000,000.

The Brooklyn school will seat 5,500 pupils. The country is dotted with numerous million-dollar schools, some of them holding fewer than a thousand pupils. Five millions for 5,500 pupils isn't so far out of proportion. Some may indeed think there should be a large proportionate reduction in the cost of housing so large a number under one roof. And some will even go so far as to claim that the value of schooling to the individual in so large an institution is much diminished. But these things are as they are or may be. The big city seems to require big schools. Only in high schools can be given the wide choice of studies and curricula that the modern city expects from its technical high schools especially.

A generation ago the citizens would have been utterly appalled if any one had told them the enormous sums that would be expended for education in 1930. But scarcely any one could then have foreseen the vastly increased enrollments, the improved equipment and the enlarged programs of our day, in the field of secondary schools particularly.

Policing a Study Room

SEATS in the assembly hall of a certain school are provided with the usual wire framework for holding hats. When that assembly hall is used for a study room, as it often is, the presiding teacher is apt to be annoyed by the "pinging" of those wire racks—many of which have been bent nearly to the floor by the restless feet of pupils.

"What can I do to restore order when they begin to 'ping' the hat holders?" asks the troubled instructor.

One teacher tried to do it by declaring that he could detect the guilty pupil, and would make him stay after school. That was taken as a challenge, of course. The wires "pinged" merrily.

Maintenance of studyroom quiet is rendered difficult in any room that was not carefully planned for studyroom quiet. Location of tuneful wires at concealed points within easy toe reach is not good planning for a study hall, though it may be for an opera house.

When pupils choose to raise ructions in a study hall rather than to study, superficial and immediate remedies are hard to find, and may cause only further uproar. The cure needs to go deeper. Something may be wrong in the attitude and morale of the group. Pupils may need to be given a better understanding of what they have come for. The earnest, unruffled teacher, who doesn't make too big a fuss over trifles, can secure a studyroom atmosphere in which pupils have no incentive to annoy. Removal of that incentive is even more important than removal of musical wires and similar temptations.

The Function of Research

ONE of the most serious problems of any business is that of preventing waste. Research departments are maintained at considerable cost, by many firms, to study the leaks and to devise ways of stopping them.

The place of research in education should be much the same as that of research in business. The danger is that educational research shall concern itself with gathering statistics for the sake of statistics. Educational research must be transmuted into action for the elimination of waste.

Trying to teach a boy some subject which does not enlist from him the slightest interest is one form of waste.

Whenever instruction goes over the heads of pupils instead of into them, and whenever there is no resulting development of power, waste has occurred.

To obtain the right combination of teacher and subject and pupil, with the right environment and right tools, is a problem calling for applied research of the highest order.

Yet research itself can be wasteful if it is permitted to run riot without common sense to check it.

Auson W. Belding

Associate Editor.

Paterson Educates the Handicapped

By FRANK M. RICH

Principal, Paterson, New Jersey

The public schools of Paterson have set a pace for many larger cities in the maintenance of classes for unfortunates. Pupils are grouped in eight divisions according to their infirmities. The director of the work points out the advantages of public school instruction over asylum care.

AT THE present time Paterson is providing special education for eight different types of defects—blind, low vision, deaf, hard of hearing, cripples, anaemic, backward, and pupils with speech defects. Classes for each of these groups are maintained in School No. 2, on Passaic, near Mill street, and anyone interested is always a welcome visitor.

The addition of these classes to the local public school system is a comparatively new thing in education. Hundreds of large cities still have no such departments, but I am glad to say the system is spreading rapidly. The old education for the handicapped was mostly of the asylum type. The asylum has its advantages—graded work, skilled teachers, complete equipment, and plenty of time to do things. But the asylum has serious disadvantages, and these disadvantages have always interfered with the general education of defectives. First of all is the misfortune of taking little children out of their own homes. It isn't simply the anguish that comes from separating child from parent. We might call that mere sentiment and go ahead for the child's own good. But a better psychology helps us to understand more clearly just why it is so bad to take a child out of a fair to good home and bring him up in an institution, and why so many institution children are never quite normal, often rather queer.

First of all, the institution cannot provide a normal development of the emotional life of the child. Psychologists used to believe in the saltatory development of traits and abilities—that the young adolescent, for instance, was quite a different youngster this season from the boy or girl we knew last year. Now we are coming to understand that changes are more apparent than real. The hyacinth bloom that you enjoy today is very different from the bulb you planted a couple of months ago. But had you cut that bulb open, you would have found a structure very similar to that blossom, and the treatment that structure received when you shut it away in the dark for a few weeks and gradually brought it into the daylight had a great influence on the kind of blossom that finally emerged. And so it is with the love life of a child. The natural affection of the son for the mother, and of the daughter for the father, and the way it is expressed and treated in young childhood has a profound influence upon the emotional stability of adulthood. For this reason nothing can ever take the place of the good, old-fashioned home, with a devoted, painstaking mother, a jovial, strong-minded father, and the good-natured sacrifice and rivalry of brothers and sisters. Show me problem children, and in three-fourths of the cases I will show you some unfortunate family relation—loss of parent or something of the kind.

Not only emotionally but intellectually the home-trained child is superior. Learning is the result of natural responses to an endless variety of situations. Squads marched around in regimental formation do not meet the situations. Whatever responses are made are some one else's responses. The point is well illustrated in the story of the orphan asylum girl who hadn't learned to bathe. When she was thirteen the institution found her a good home. The people soon complained to the superintendent that the girl never took a bath of her own accord. It was always a matter of compulsion. This was a great surprise to the superintendent, however, for two baths a week was the invariable rule of the institution. The girl had been an inmate for ten years, and so had a thousand lessons in bathing. A thousand lessons and nothing learned. When the superintendent began to reflect on the psychology of the matter, he discovered that from the educational standpoint the girl had never bathed. Bathing, as a life attitude, begins with a feeling of need for a bath; then some appreciation of the proper time and place in the day's activities; and last of all, the application of soap and water. With only the last step had the orphan ever had any contact. The example might be multiplied indefinitely. The better the routine for putting children through certain motions, the less they learn in the process. The parents at home wonder how we manage so many pupils quietly in school when a very few at home drive them distracted with the commotion. Well, I am sorry to confess

that the better they follow directions and fall into the ranks and go through the motions the less they are actually learning. And in an institution everything tends to be routinized and reduced to prescribed formula. This routine is effective and necessary from the standpoint of management, but let us not kid ourselves into thinking that it is educational. The follower learns to follow, and that is about all he does learn. The master must have some chance to take the handles for himself and feel the full effect of his own mistakes and successes.

And so I am inclined to dwell upon the surpassing advantage of having little children live and work at home, till they are of teen age anyway. Fortunately our school system makes that possible even with pupils seriously handicapped. We have a blind class where pupils learn to read Braille, and have the help necessary to enable the pupils to proceed in competition with normal pupils in the regular classes. In the same way we have sight-saving classes for pupils of such poor vision that they cannot read from ordinary text. These pupils are provided large-type books, coarse writing, etc., and do the bulk of their reciting in the regular grades. Pupils in the orthopedic classes have special furniture, rest periods, and transportation back and forth from school. The great problem in the deaf classes is to get pupils to read lips of others and speak themselves like normal people. This is probably the most difficult proposition that ever confronted a teacher. Can you imagine learning to make a perfect imitation of the cry of some strange animal you have never heard, with your own ears stopped so that you cannot hear the voice of the one who is instructing you nor the sounds you make yourself. All you could do would be to make all sorts of attempts and take the word of your instructor as to whether you are approaching a correct imitation or not. That for the mere sounds of the language. Then there is the problem of using verbs in various modes and tenses, and modifiers and connectives in a world that consists wholly of nouns and pronouns. It is difficult, but not impossible, and if you are interested and will visit School 2 at any time we shall be glad to show you the work in operation.

The anaemic classes have the task of building up the underweight. This consists of trying to instill the proper eating habits and give them rest, fresh air and nourishment. Curiously the pupils of these classes, culled from the weakest pupils in the school, sometimes make the best average record for attendance. That is what fresh air will do. I am tempted to write on the psychology of feeding and what a teacher can do in training fussy children to eat everything they ought to eat heartily. What is the ultimate end and aim of it all?

These aims have been very well summarized by the National Committee for the Reorganization of Secondary Education. We may not always know how to reach all these objectives in the best and most direct way, but there ought to be no doubt in our minds as to which way we are headed. The seven cardinal objectives of an all-round education are:—

1. Training for health.
2. Command of fundamental processes.
3. Worthy home membership.
4. Vocational welfare.
5. Good citizenship.
6. Worthy use of leisure.
7. Ethical character.

A complete discussion of these aims as applied to handicapped children would constitute a seminar in the principles of education. I can only point out in closing some points where I think our work as a community could make the life preparation of the handicapped much more effective.

Better vocational guidance and try-out opportunities in industry, to explore every opportunity of making handicapped pupils, even the most unpromising, self-supporting members of society. We have already done enough to show what study and pains can do to make very unfortunate people able to make a respectable living and win for themselves the feeling of confidence and self-respect that goes with success in business. Here, for instance, is a boy paralyzed on one side, blind, and seriously retarded mentally, whom we have trained to service candy vending machines on several corners. From September to June he learned to do the work, bought second, third and fourth machines from the profits of the first, and did a turn-over of over $500, a half or third of which was profit. His success for the future is assured. If we can do this much for him, we ought to be able to do a great deal more for others.

Nearly as important as making a living is skill in those quasi-vocational activities—shop-work, painting, amateur mechanics, music, home gardening and animal husbandry—which will add to the family income even if they do not offer a complete means of support, and give a healthful, active, productive variety of interests, whose psychological results are vastly more important than the material. Well equipped as we are with expensive Braille writers, bulletin typewriters, dictaphone, looms and other hand-work equipment, we need to add conservatory, shop and orchestral equipment in considerable variety to exhaust every possibility of finding the niche in life that these unfortunates can fill to the best advantage, and the practical educational outcomes that will best offset their natural shortcomings.

A 3-3-3-3 Curriculum

By FRED J. PAGE

County Superintendent, Franklin, Tennessee

The plan of splitting the six elementary grades into two departments of three years each, is here proposed. Even for the small rural school Mr. Page advocates at least one teacher to three grades, and supports his thesis with a number of reasons.

THE next greatest boon to the adoption of a twelve-month school term is the establishment of a school curriculum of twelve grades of four groups of three grades each; denominated Primary, Intermediate, Junior High, and Senior High.

The kindergarten and primary departments are logically one, and should embrace the first three years of school-life. This is the most important period of childhood, and should receive the greatest care and supervision.

If Moses' mother could teach him so many profound and everlasting truths in the brief time she was responsible for his nurture; if she could inculcate in that brief period so much thinking and living and acting, and could fix his conceptions of right and wrong so deeply and so profoundly that all the learning and social life and religious dogma of Egypt could not change him; certainly these three kindergarten-primary years of our public school curriculum can store up the guiding principles of a grand and noble life when entrusted to a consecrated, trained and professionally-minded teacher.

Our schools should be consolidated sufficiently to warrant at least one teacher for these first three grades of school-life. It is poor economy to give a teacher more than three grades even in a sparsely settled rural community. The plans and methods used in these first three years are very similar, beginning with simple fundamental principles and teaching them so thoroughly as to form a permanent foundation and background for the higher, broader and more elaborate discussions and details which are to follow logically in the higher grades.

The second group of the public school curriculum, called the intermediate department, embracing the fourth, fifth and sixth grades, should have at least one teacher even in remote rural communities. These grades should complete the elementary school work thoroughly and well. They should teach all the essentials of reading, spelling, writing, free-hand drawing, English grammar, arithmetic, geography, physiology and hygiene and sanitation, United States and state history, and civics; laying the foundation for high school work which properly and logically begins in the seventh grade. This second department of the school course is a little school world of itself. It consummates what is so well begun in the first department. When these two departments of three grades are organized and operated, each with at least two teachers, a pupil learns more in these six years than he can possibly acquire in the old eight elementary grades as now constituted and often taught by only one teacher.

The junior high school department follows in the seventh, eighth, and ninth grades, and connects logically and naturally and intimately the elementary and high school work. In this department there is a review and an amplification of the grammar school work, giving the student a thorough and adequate preparation in arithmetic and algebra combined, in English, in civics (reviewing U.S. history), in agriculture, and in general science.

Pupils enter the junior high school department well rooted and grounded in the practical problems of school-life and capable of receiving the broader and more intricate training necessary to fit them for a diversified senior high school course. This adequate instruction can be well given in the junior high school thus constituted and thus supported by the previous departments.

With these nine grades of work well accomplished, the last three years (tenth, eleventh, and twelfth), constituting the senior high school department, can do real worthwhile work and fit students for business or for college. The twelve grades thus constituted and grouped not only develop more normally the child's mind, but teach much more subject matter and adjust it much more logically and systematically, giving the student a broader concept of the various school subjects and enabling him to build thereon much more broadly and satisfactorily.

FINIS

The high school will never function properly and give satisfactory financial and educational returns until the elementary grades are properly associated, standardized, and taught, and the child is adequately fitted in body and mind to pursue the high school courses wisely and well.

Can the Schools Harness Radio?

By JAMES NEWELL EMERY

Principal, Pawtucket, R. I.

The modern device of Radio Broadcasting contains fascinating possibilities as an implement of instruction. Difficulties are numerous, but can be largely overcome, the writer of this article believes. He outlines some things which ultimately may be done supremely well by Radio.

UNTOUCHED save for a mere scratching of the surface, just ahead of the educational world lies a field of tremendous potentialities. A dozen years ago even unheard and unthought of save as an experimental force, today the radio has surged into so widespread and so well-nigh universal use that its sudden rise can be compared only to that of the automobile or the motion picture. From a luxury, a toy, a fascinating experiment of five years ago, it has become as much of a necessity in every American home today as the telephone, running water, or the electric light.

The possibilities of the radio in the educational field make every far-seeing, wide-awake school administrator from time to time indulge in fascinating dreams as to what may be done with this newest giant among modern inventions. Today in the visual field the motion picture has been harnessed and turned from its purely amusement side to serious instructional value in the school classroom. A well-defined technique has been worked out for its use. It is not too much to hope that in the field of sound, and its not yet perfected but inevitable follower, television, vast possibilities for public education may be made available for the better instruction of America's youth.

Certain very practical difficulties still stand in the way of thorough, organized and practical radio instruction on a wide scale. They are by no means insuperable nor insurmountable, but they do present a real barrier.

At the present time, as a device of really practical use in the public school classroom, the radio is still in the stage of doubtful utility. By the school classroom is meant the great mass of elementary schools throughout the country which make up the rank and file of classes and the high schools and junior high institutions supported at the public expense. In considering the possibilities of education by radio, the question must be taken up, first, what radio can do to improve instruction in these classes.

Back in 1923 the writer had some experience with radio as an educational aid. His school was one of the pioneers in the country to put in radio receiving apparatus as equipment in the hope that it might be used for serious classroom work. Through the generosity of a wealthy manufacturer whose name the school bore, one of the finest radio sets procurable at that time was installed, with every device that had been brought out up to that period. It was a fearsome and complicated affair, as compared with modern sets, with two receiving units, eight tubes, loud speaker, yards of wire, and an array of two wet batteries, and five or six B batteries; in fact, the last word in sets in those days—an outfit which cost in the vicinity of $500.

It was not long, however, before it became startlingly evident to the disappointment of donor, principal, teachers and pupils alike, that the practical benefit for really serious work in the schoolroom was close to *nil*. The main reason was for lack of available material, at least during the hours in which school was in session. Daytime broadcasting in those days was comparatively ineffective, at least as far as distance was concerned. Anything beyond comparatively near stations brought in disagreeable fading and static. From the nearby stations the subject-matter was limited. A jazz orchestra or two, and heterogeneous studio programs of current popular songs for a brief period in the afternoon, and a talk on various household recipes in the morning were practically all the material that could be gathered till night came.

On one or two special occasions, notably the funeral obsequies of President Wilson, the school was able to get nearly a first-hand description via air. But after a while use of, and interest in the radio declined as far as the school was concerned. A surreptitious listening in on the world's series as the games were played, an occasional short program commemorative of some holiday, and that was all. The upkeep for batteries was no small sum, and finally the radio was relegated to a stockroom shelf, where it gathers dust today. Its novelty for evening gatherings soon faded as nearly every home acquired its own set.

The mechanical side of receiving apparatus has vastly improved. Quality of reception has advanced to a point that defies comparison; the original cost of sets has been materially reduced; expense of operation in the modern all-electric set has been lowered till it becomes a negligible factor; yet in large measure the same problems confront the practical, workable use of the radio in the schoolroom today. Much remains to be done before the expense of radio installation in schools

can be really justified, or the devotion of time from the already over-crowded curriculum for this purpose.

We may well group at the outset for consideration and possible solution some of the more difficult problems. In the first place the time of the broadcasting stations, at least the important ones, is strictly allocated, and very much in demand. To be of benefit to schools, material must be broadcast during the hours in which school is in session between the hours of nine to eleven-thirty in the morning, and from one to three-thirty or four in the afternoon. In most of the stations this time is pretty well taken up and spoken for by the commercial organizations.

In the second place, who is to pay the expense of broadcasting this material? Use of broadcasting time carries with it a reasonably heavy expense. Few, if any, but the largest towns or cities could afford to engage the time of the commercial stations with any regularity.

Such material must be broadcast by the large stations. It would be unthinkable to have a multitude of small local stations broadcasting material of mainly local interest. The general tendency is to cut down the number of existing stations, rather than increase them. In popular parlance the air is already cluttered up enough as it is, so that only the finest and most selective sets can obtain satisfactory service on many air channels.

Therefore, if handled at all to be of service, it must be taken care of by the Boards of Education of a state or even a group of states, or by a few of the largest cities. Material of value to a widespread group must be as carefully prepared as the commercial features, must be held to an exact schedule, and broadcast at a time that can be used by the schools.

Without criticism of the many fine things of high educational value that are on the air today, it may be safely said that few of the present daytime programs have any practical correlation with the school curriculum, or are of any value to the student in the subjects which he is studying, at the time he is studying them. The experiment of serious broadcasting of educational subjects cannot be tried out without substantial outlay in money and time. And yet in the present status of broadcasting, it is extremely doubtful if school boards, either state or local, would feel justified in any very extensive outlay for this purpose until firmly convinced of its actual educational value in the classroom. This becomes a sort of merry-go-round progress in a perpetual circle, without getting anywhere.

Yet, with the conquering of these practical difficulties, radio faces a service of potentially vast use to the American schoolroom. It must not be lost sight of for a moment that any program that may be worked out must take first of all the viewpoint that it is a *device* which the teacher may use, not something which might be expected to take the place of the teacher. It must supplement, not supplant, teacher and textbook. This mistaken viewpoint was taken for a time with sad results by the earlier and over-enthusiastic advocate of visual education. Radio, like slides or motion picture films, can do much to enrich the curriculum and the pupil's background, but it cannot be the background in itself.

Material broadcast must be distinctly worthwhile. It must be worth listening to, be given by recognized authorities in each separate field, and put out so that it may be used efficiently, and without waste of time, money or effort. It will result in a certain inevitable amount of standardization, which may be partly blessing, partly bane.

There is hardly a subject in the school course which cannot be enriched by radio amplification. It must be naturally confined in large measure, if not entirely, to the lecture method of presentation. Discussion is out of the question. Recognized authorities must present their conclusions briefly, forcefully and accurately. Schools which possess radio receivers, should such a program be worked out, can well afford certain parts of their day's schedule to listening, preferably with notebook and pencil, to such broadcasts.

Suggestions follow, with extreme brevity, as to certain highlights that might be handled to advantage in each school subject.

First of all, *History*. A condensed, dramaticallly told, tabloid version of the notable events of history. Now and then they might be dramatized by a capable company of actors, in such fashion as various well-known evening broadcasts have been put on the air from time to time. Such crises in history would take on new meaning to school pupils. Occasionally a school cast could put on its own dramatization of historic events. But the utmost care would be necessary that such presentation should not be allowed to degenerate into innocuous, wishy-washy, amateurish presentations that have little interest to the hearer. These historial highlights might well be accompanied by suitable music, appropriate poems or short prose masterpieces.

Literature.—The reading of selections from the masterpieces of literature that are required for study in the schools, together with their occasional dramatization. Such comments as would be of explanatory value by recognized critics and annotators or editors. It is still an always-remembered highlight in the writer's own classroom days, an hour spent one morning in listening to the reading and comment of Kipling's poems by that unique Harvard genius, Professor Charles Townsend Copeland—nearly thirty years ago. Suppose something like that could be made available to

the classrooms of the country—what an opportunity for hearing and appreciating real literature!

Geography.—Short talks by men who have actually been to the various parts of the world about which the pupils are studying. Men who can offer a real first-hand knowledge of the cities and countries about which they speak. How people live and work in such strange lands. Here is a fruitful field for explorers and travelers. Suppose it were possible, for example, for the pupils in a widespread area to hear from time to time such well-known travelers as the late Frank G. Carpenter or Burton Holmes, or such explorers as MacMillan or Byrd give brief talks on their experiences, and the places they have seen—what a wonderful vista of geographical knowledge it would offer the boys and girls!

Opening Exercises.—At the beginning of morning and afternoon sessions a brief, dignified opening, with short talks on patriotism, ethics, morals, would be a welcome change from the stereotyped opening exercises of the classroom, which are too often the despair of teachers and principals in the hope of securing dignified variety.

School Music.—In this one field, at least, Walter Damrosch has already made a notable beginning toward blazing the trail of popularizing the wealth of music and musical literature for schoolroom instruction.

Science.—Brief talks of the properties of minerals and metals. Recent notable discoveries and inventions. Odd plants and animals. Natural forces. The various ages of geology. Various principles of light, sound, heat, erosion, and so on, *ad libitum.*

Hygiene.—Popular talks on how to keep well. Care of the teeth, the person. The proper kinds of food, the needs of fresh air, sunshine, exercise.

Language.—Mispronunciations. Common errors of speech. The letter, the paragraph, the story, the choice of words. The use and derivation of many of our words, the history of our language. The importance of clear enunciation.

Spelling.—A real spelling test may be dictated over the radio to the schoolroom.

Mathematics.—Quick drill, the dictation of problems, exercises in "mental arithmetic" of blessed memory, could be used to excellent advantage. This might be no better than the classroom teacher could do it, but would serve as a strong stimulus to interest.

Foreign Languages.—The extremely difficult problem of securing the correct pronunciation of a foreign tongue could be solved in large measure by lessons over the air.

The foregoing discussion presents only an attempt to summarize a few highlights as to the practical difficulties and the vast possibilities of the new school of the air. That it can be made a reality, that it will in a comparatively short time, is no fanciful vision, but a series of very real problems for the educators of today. We have faith that they will rise to the challenge, that they will solve this fascinating task which lies ahead.

In the possibilities of this new and undeveloped field lie new opportunities for America's educators, opportunities for service which are so vast as to intrigue the imagination and the creative and constructive powers of the men who have the destinies of America's youth in their hands.

The time is not far away when every modern schoolhouse will have its radio set and its projector as well as its blackboard and globe, its map, and its bookcase. And it is no rash prediction to say that it lies just ahead of us. That those who have in charge the education of American youth will be blind to the possibilities of this vast undeveloped storehouse is not to be thought of for a minute. America's minds will be quick to respond to the challenge.

Objectives

By GENEVRA COOK

Burlington, Vermont.

"What do you in this place?"
I asked a pleasant girl with earnest face.
"I'm teaching school," she said,
And so passed on.

"And what do you?"
The maiden stern
Stared shocked reproof.
"I discipline the young."

"And you?"
"I draw three hundred more
This year than I did last.
Two thousand dollars—a fair salary."

"And you?"
She looked at me, all tired,
With drooping eyes.
"I work too hard," she sighed,
"I'm tired all day.
It's papers—papers—papers—all the time."

And then along the hall I saw her come,
That one with eager step, whose high-born soul
Lifted her lips and sang within her eyes.
"And you," I said—not asked—
"In school—you do—"
"I build a man," she said.

—Exchange.

Lizzie Moore—Forgotten

By J. W. CRABTREE
Washington, D. C.

An Address to Classroom Teachers

MY FAITH in the classroom teacher began a few decades before your day. It began when I was seven or eight years old. Lizzie Moore was my teacher. She had a delightful personality. Kindness was written in her face. It showed forth in everything she said or did. She found it necessary on one occasion to keep me after school and to use the switch on me for disobedience. I withstood the twinge of pain bravely enough, but the real punishment came when she laid the switch on the desk and with tears in her eyes said: "You are such a good boy. I don't want you to act that way any more. Won't you please promise me? I just can't stand it to whip. I am almost sick now."

Then is when I joined in the crying act, made promises, swept the floor, and said: "Goodbye, Miss Moore," two or three times as I was leaving. After that I was at school early to build the fire and to clean off the blackboard. Two of us gave a third boy a good trouncing later on for talking back to Miss Moore. When I read Bess Streeter Aldrich's "The Woman Who Was Forgotten," I could not help thinking of beautiful Lizzie Moore. Recently and just fifty years after leaving the old school to go out West, I returned to Scioto County, Ohio, to see the house in which I was born, the schoolhouse in which I got my start, and the few relatives and friends yet to be found. I inquired about Lizzie Moore. No one knew what had become of her. She had taught the school only one year, but she had given a score of boys and girls in that neighborhood higher ideals. She had filled them with worthy ambitions. She had given a wholesome touch to community life. A wonderful woman—but forgotten.

I wonder whether she ever knew how much her pupils in that district owed to her. I wonder whether she ever knew of anything beyond their devotion to her at the time. She must have known of the appreciation of the parents. But I fear she never realized how much she put into the lives of children in that school and in the other schools in which she taught.

Next to the help which came from my parents was that which I received from Lizzie Moore. Perhaps next to that was what I received from Jim Blackburn when I was fourteen and from J. M. McKenzie when I was eighteen. These were classroom teachers. I owe very, very much to other friends along the way, but these names stand out. In relating my experience I have given essentially your own experience and that of leading citizens everywhere. My own children have had a Lizzie Moore as their teacher. I see among you many a Lizzie Moore. There never has been a better type of devotion among teachers than at the present time.

It is great to supervise the work of teachers, or to administer a system of schools, but it is greater still to deal directly with youth, inspiring children with higher ideals and putting into their lives the desire to become useful men and women. The latter is the service which you are rendering, and there is no greater in the world.

"Were half the power that fills the world with terror,
Were half the wealth bestowed on camps and courts,
Given to redeem the human mind from error,
There were no need of arsenals or forts."

—Henry W. Longfellow.

HOW TO TEACH

BY

ARTHUR C. BOYDEN

FORCEFUL PRESENTATION OF HOW TO TEACH AS THE GREATEST TEACHER TAUGHT

An Attractive Booklet

Price, 30 cents

Five or more to one address, 20 cents

NEW ENGLAND PUBLISHING CO.

Beacon Building, Boston

The White House Conference

By RAY LYMAN WILBUR, M. D.

Secretary of the Interior and Chairman of the White House Conference on Child Health and Protection.

A LITTLE more than a year ago President Hoover called the first meeting of the White House Conference on Child Health and Protection. The reports of the four sections of the conference and their various committees and sub-committees are being gathered into a vast compendium of information to be presented to the conference, as findings, when it convenes in Washington on November 19.

The work, as originally planned, has been carried on by four sections which have studied medical service and its relation to children; public health service and administration; education and training; and the handicapped child. But as the work has logically led the investigators into new and unexpected fields the original group of seven hundred experts has grown to eleven hundred trained workers whose enthusiasm and devotion have been a real source of inspiration to their leaders.

In carrying out the original purpose of the conference, "to make a survey of our children, to study the forces influencing them, and to try to chart out the wisest courses possible in our future management of youths," the conference has not confined itself entirely to the integration of existing information, but is carrying out through the agency of various committees several interesting pieces of original investigation. Among these is the Family Interview Survey.

About 50,000 records dealing with the use of medical service for pre-school children will be secured from cities and the same number from rural areas. Many children now reach school with physical handicaps which might have been prevented or corrected by proper medical service. Does the fault lie with parents, with the inadequacy of available medical service, or the costliness of medical service?

Physically and mentally handicapped children we have always had with us, and they must always have special care, but instead of deploring their fate and letting it go at that, we are beginning to make an effort to fit them into a scheme of life where their inadequacies will be minimized.

The problems of the urban child are receiving special attention, for the increasing congestion of cities is exacting greater and greater penalties, physical, mental and moral. How can we restore to the child the sunshine, the fresh air, the play space and the interesting tasks of which we have deprived him?

Viewed as an isolated fact the cost of a constructive program in medical service, education or recreation seems staggering when we add up the bill, state by state, and organization by organization, but in comparison with a national bill for sickness, or delinquency, or crime—it dwindles. If the White House Conference on Child Health and Protection does no more than teach us to compare these values it will have made a great contribution to our national welfare.

You Can Help

By Coleman Cox

Wouldn't this old world be better,
If the folks we meet would say,
"I know something good about you,"
And then treat us just that way?

Wouldn't it be fine and dandy
If each handclasp, warm and true,
Carried with it this assurance,
"I know something good about you"?

Wouldn't life be lots more happy,
If the good that's in us all
Were the only thing about us
That folks bothered to recall?

Wouldn't life be lots more happy,
If we praised the good we see?
For there's such a lot of goodness
In the worst of you and me.

Wouldn't it be nice to practice
That fine way of thinking, too?
You know something good about me!
I know something good about you!

—Forbes.

They Say

DR. RAYMOND PHELAN, Tufts College:—

"To some professors students are a necessary evil. They interfere with research. Professors, where they hold to this view, are not always wholly to blame for such evil attitude toward students, for college presidents sometimes have the affliction of researchphobia, an exaggerated form of enthusiasm that spurs professors to a too nervous urge to dig, write, and publish. Research truly has value."

EUGENE FOSS, former governor of Massachusetts:—

"A slogan for those wishing to be hale and hearty at seventy-two is: 'Eat half as much, sleep twice as much, drink three times as much water, and laugh four times as much.'"

F. A. BEU, Eastern Illinois State Teachers College:—

"The biggest job of the superintendent in the moderate size school is that of a supervisor, and as such he must be a driver, inspirer, leader, psychologist, helper, humorist, realist and many other things all in one person."

JAMES V. THOMPSON, Ph.D., professor of the administration of religious education:—

"What youth envisions will sooner or later surely come to pass. The pupil's philosophy of life grows out of life as he is led to see it and to evaluate it. He no longer is willing to adopt permanently the concepts and standards of the fathers—not even in morals and religion. Unless education and religious education can somehow manage to lay hold upon those factors out of which proceed ideals and behavior there is small chance of building upon this earth a social order in which love is the dominant motive."

JAMES J. WALKER:—

"There is no quality in the human makeup finer than naturalness."

DR. CLOYD HECK MARVIN, president, George Washington University:—

"Loafing is a disease, a malfunctioning of worthwhile energy. Some of the most inveterate loafers are those who look the most busy. They are busy about being busy; never going anywhere."

WINSTON CHURCHILL:—

"As long as a man can play with toys, that long will he remain young."

BENITO MUSSOLINI:—

"There can be no conflict between science and religion."

ARTHUR BRISBANE:—

"We live on in our children. Enjoying an immortality that agnosticism cannot take from us."

DAVID STARR JORDAN:—

"The whole of your life must be spent in your own company and only the educated man is good company for himself."

FROM THE OLD
to the
NEW EDUCATION

By
WILLIAM A. BALDWIN

This book is the result of scientific and professional demonstration of the New Education for half a century.

Price, $1.25.
Ten or more, $1.00 each.

NEW ENGLAND PUBLISHING CO.
Beacon Building, Boston

Choosing the Right School Course

By ARTHUR DEAN

Choosing the right school course is an important and difficult proposition. If a young person is mentally lazy, he is apt to select the easiest course without questioning the fact that his mental laziness may be caused by rapid physical growth and by other circumstances which will be greatly modified by the time he reaches graduation.

Other boys and girls will choose a very practical, non-collegiate course because they don't see how it is going to be possible for them to attend college. And how disappointed they are with themselves when they find during the senior year that some relative has offered to send them to college.

Another group of young people will select a course one year, modify it the next year, attempt to change it the third year, and then will spend the fourth year hunting around for credits enough to graduate, and will finally graduate with nothing but a diploma.

My advice is, when in doubt take the hardest course in school, which of course will be the college preparatory course, and gradually drop some of the required subjects and substitute practical ones if it becomes perfectly clear that you do not care to go to college, or cannot afford to go to college, or cannot make the college entrance.

It is always easier to fall down than it is to fall up.

If a boy or girl definitely knows that he or she cannot go to college, either because of financial circumstances or lack of desire to go, it is well to choose a course which has in it something definite and purposeful leading to a good job after graduation. Industrial and commercial courses come under this category.

The home-making courses give a girl a good general education background plus specific training in household arts useful in home life.

The agricultural courses are just the courses for boys and girls who live in rural communities and who expect to continue to live there. I never advise staying on the old home farm and struggling for a living unless the old home farm can be made a paying proposition. A farmer's boy cannot live on sentiment.

Educational Detours Are Expensive

Choosing a course of study is like selecting the routes for a long automobile trip. If one does not care where he goes to ride he may say: "Oh, it doesn't make any difference; I'll get out the old bus and will run around for a few hours." But when a person has one or two weeks' vacation and plans a real trip, he is going to plan that trip, and it makes a great deal of difference whether he starts North or South. It does not make a whale of a difference whether he starts North or Northeast or Northwest, but it is tremendously important that he does not start South if he intends going North.

Changing a course of study is like making a detour. There are detours which do not cost much time or gas, but as every driver knows there are detours which take an immense amount of time and bring much discomfiture.

Educational detouring costs money, time and effort. Therefore it is well for a boy or girl to study the vocational map, lay out an educational tour which in four years will get them somewhere and teach them something in the getting.

Copyright.

A Trip Through Egypt

By L. H. PUTNEY*

(*Part Three*)

The distance from Suez, which is near the southern end of the canal, to Port Said on the Mediterranean Sea, is 87½ miles, but the ditch is not that long, for the route chosen made use of two lakes, the largest of which, the so-called "Bitter Lakes," is nearly twenty miles long. As you pass through this lake you can see the place where the Children of Israel are supposed to have made their crossing. Unlike the Panama Canal, the Suez Canal is a sea-level affair. It is less than 400 feet across at its widest point, and is bordered by sand banks, which are gradually being lined with stone and cement walls to keep the sides from washing away. The water in the canal is kept at a depth of thirty-six or more feet by constant dredging.

Again, unlike the Panama Canal, steamers pass through under their own steam, but in the hands of pilots furnished by the Canal Company, of course. The transit time varies from twelve to fifteen hours, depending on how many ships are met going in the opposite direction. If the meeting takes places anywhere except in the lakes, one vessel has to tie up to the banks to permit the other to pass. Just what enormous distances must be saved by using the Suez Canal may be appreciated by knowing what fees ships pay for the privilege of passing through it. These are determined by multiplying the net tonnage of the vessel by 7½ gold francs (about $1.50); for example, the steamship President Garfield paid over $15,000.

On March 16, 1922, for the first time since 340 B. C., when the XXXth Dynasty came to an end, Egypt became normally an independent nation with Fuad I as her king. This man, who from a hurried glance impresses one as being a person of some ability, is the son of Ismail Pasha, the Khedive who bankrupted the country with his extravagances, especially helping De Lesseps build the Suez Canal, and, as a result, through the insistence of the English and French, lost the khediveship. But, so long as Great Britain keeps thousands of her "Tommies" in the capital city, equipped with heavy batteries of tanks and other fighting machines, one cannot help feeling that there is a big question mark as to how much independence the country really enjoys. The other day, while I was on the way to the railway station in Cairo, my carriage was held up for fully ten minutes to allow a troop of British cavalry to pass. Judging by their attitude toward the crowd, it was not hard to tell who the men composing it thought to be the lords of the land.

Egypt has a parliament consisting of two houses—a chamber of deputies, elected by the suffrage of all males over twenty-five years of age and, except in the case of the learned professions, possessed of certain property qualifications; and a senate, a part of the membership of which is appointed by the king. There is also a council consisting of eight ministers. For administrative purposes the country is divided into tourteen provinces; these, in turn, into markazes or districts; and the latter, into little villages of mud-brick buildings ruled by sheikhs. Life in these villages is just as primitive as it was in the days of the Pharaohs. The houses are one-story affairs with flat roofs which serve as storage places for the fodder of the animals, and as "harems" or sitting rooms for the women. The latter dress in long black robes which reach from the top of their heads to their feet, and veil their faces carefully whenever outside the home. They still carry the water used for domestic purposes from the river or well in large jars, which they balance on their heads. Apparently the men and boys do all the work in the fields. At night the former gather in tiny coffee houses and listen to the reading of the Koran, or to the tales of a professional story teller, much as their Arabian forbears did in the days of Harun al-Rashid.

A unique feature of nearly every village in Upper Egypt is the pigeon towers which rise above everything else save the minarets of the mosques. These are built to attract wild pigeons, whose droppings are much prized as a fertilizer. In fact, except for the urine of the cows and other beasts, which is carefully caught in dust, this is the only fertilizer used on much of the land, for the dung is burned, so great is the scarcity of wood and other fuels. Water for irrigating the fields is obtained by means of the primitive *shaduf*, a goat-skin or clay jar attached to the end of a long pole, which is raised and lowered by hand, much as was the "old oaken bucket" in colonial days. Plowing is done with wooden plows, which are usually drawn by cattle, although I saw one being pulled by a camel hitched up with a young bull. In the larger villages water is peddled in goat-skins, which are filled at the river's edge, and

*Foreign Representative, Little, Brown & Co.

irrigation is effected by the *sakiyah*. No one who has traveled into the interior of Egypt will ever forget the monotonous droning sound made by this latter contrivance, as its enormous wooden wheel is pulled around and around by a camel or donkey hitched to the end of a long pole and urged on by the continual lashing of an Arab urchin. The wheel is geared so as to revolve a vertical one to the rim of which are attached a lot of jars that lift the water from one level to another. Such is rural Egypt!

Because much of Upper Egypt is still watered by inundation, the villages there are built on mounds, or are set back on the hillsides. The same method of flooding the fields is employed as the Pharaoh Menes is credited with having invented nearly six thousand years ago. The land is divided into basins containing from 5,000 to 50,000 feddans each (a feddan equals 1.038 acres), and these are surrounded with dikes. When the Nile begins to flood in the summer, the water is turned into a part of these basins and allowed to stand at a height of three feet for about forty days. After that it is run off into a lower level of basins and the same process is continued. This is kept up until the water is exhausted. As soon as a basin is drained, the crops are sown and then treaded in by the cattle. Because land which is watered in this way is out of cultivation for several months of the year, its value is much less than that irrigated by canals and not subject to overflow.

I was interested in learning that the sand which is being removed in connection with the excavations going on at Memphis and Thebes and throughout Egypt generally is so rich in saltpetre that it is used on the irrigated fields as a dressing; in fact, as I rode through the country I saw little piles of it in many places waiting to be scattered over the land, much as farmers back home do their fertilizer.

According to the census of 1927 Egypt had a population of over fourteen millions. Considering the fact that practically all these people lived within some twelve thousand square miles of territory, it is easily one of the most densely populated countries in the world. It is estimated that eighty per centum of the inhabitants are engaged in agricultural pursuits, a large part of them being *fellaheen* or peasants. For the most part the farms are small, consisting of five acres or less. Like in our Southern states, cotton is the big money crop; in 1926 the production amounted to nearly one million bales of 600 pounds each. In order to stabilize the market in the face of the low prices prevailing that year, the government bought and held a large part of the crop, and in return Parliament enacted a law restricting cotton planting to one-third of each landowner's holdings.

(To Be Continued)

A New Term Demands New Books for the Library Table

❖ ❖

EARLY DAYS IN VIRGINIA
An historical supplementary reader

❖ ❖

LITTLE FOLK'S LIBRARY
Small books of folk tales and nursery rimes

❖ ❖

NEWSON READERS
Well-chosen classic and modern literature

❖ ❖

bring color, variety, and freshness of interest

NEWSON & COMPANY
73 Fifth Avenue, New York
2500 Prairie Avenue, Chicago

The World's Best Juvenile Literature

HEATH SUPPLEMENTARY READERS

An outstanding new series which includes both old and new juvenile masterpieces—fairy tales, stories about animals, myths, stories which point a moral, nature tales, and tales of other lands—for all grades from I to VIII. The books are bound in colorful cloth bindings, printed in large, clear type, and liberally illustrated. *Twenty-five titles already out; many new books in preparation.*

D. C. HEATH AND COMPANY
BOSTON NEW YORK CHICAGO
ATLANTA SAN FRANCISCO DALLAS LONDON

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Do a Kindness

Now and then I come across a poem which I wish every girl and boy might learn by heart. I do not mean that I wish them to be forced to learn, but which of their own free will they would learn. Today I have such a poem for you. It is not great poetry, but it embodies a beautiful sentiment. I have added four lines which I hope you will like, for while it is a pleasant and profitable thing to shine gloriously before the eyes of the unseen but all-seeing God, it is still more glorious to have our spirits shine. It is lovely, of course, to receive words of praise, but it is more lovely to deserve them. It is satisfying to have people look up to us as noble men and women, but it is more satisfying to be a noble man or woman. In other words all praise and all love which may be ours comes to us from without, but the spiritual worth that calls them forth is our very own and shines within.

DO A KINDNESS

Do a kindness—do it well;
Angels will the story tell.
Do a kindness—tell it not;
Angel hands will mark the spot.
Do a kindness—though no story
It may grace, 'twill ring in glory.
Do a kindness—though 'tis small,
Angel voices sing it all.
Do a kindness—never mind!
What you lose the angels find.
Do a kindness—small or great,
'Twill come back with double weight.
Do a kindness—never fret,
No good deed has been lost yet.
Do a kindness—do it now,
Angels know it all, somehow.
Do a kindness—any time,
Angels weave it into rhyme:
  Kindly deeds and thoughts and words
  Bless the world like songs and birds.
—Selected.

* * * *

Do a kindness—let it be
A new glory come to thee.
Do a kindly deed, and feel
Warmth and radiance through you steal.
Thus kindly deeds return to you
Doubly beautiful and true.

—

The Things That Give Shape

There was once a cavity in a volcanic rock, only a small cavity to be sure, but large enough to receive the drip, drip of water from overhead. Hidden away in the water was an invisible substance which men call silicon. Little by little the silicon drew itself away from the water, and clung to the rough walls of the cavity. Countless ages passed, but the day finally arrived when the silicon filled the cavity in the volcanic rock. Other ages passed, and the rock was worn away, leaving the silicon lying in the sand upon the Oregon coast.

Several years ago I found it lying there. I picked it up and held it between my eye and the sun. It was clear as the water from which it sprang, with a beautiful pink streak crossing it like a sky at set of sun.

The cavity in the volcanic rock was necessary to bring into being the gem I held in my hand, but the beauty of it came from within itself.

On a farm out west an inquisitive youngster placed a tiny melon bulb inside of a stone jar with a very narrow neck. That fall I found the jar with a tendril of vine leading into it. I broke the jar, and to my surprise found a pale melon within, which has taken the exact shape of the cavity in which it had grown. In spite of the desire of the melon to grow round and beautiful according to its nature, circumstances had forced it into a shape that was distinctly hideous.

I have told you of these two stories to force on your attention this one fact. We are all victims of our environment, that is the conditions that surround our homes, the conditions we find in our streets, and in our places of amusement. Some people yield to these conditions, even when they are evil, and take on a shape not only of body but of spirit that is not beautiful; others, like the silicon gem, bring into being from within themselves something extremely lovely. What a blessed power the Father has given each one of us—the power to rise above our conditions of daily living, above the dirtiness of our streets, and the evil suggestions of the movie house, and develop into fine, strong, upstanding citizens. It is well for us to think at all times of this power within. When tempted to do that which is wrong, or think that which is evil, or say that which is not good, we should speak to our own spirits in this way: Shall I, who am beautiful, exchange my beauty for an ugly deed? Shall I, who am full of the Father's light and love, draw down the curtains on the Father's face? Shall I, who have the power of golden speech, let nastiness drip from my tongue like a serpent's poison?"

All things grow to some final shape, and so must we also grow.

—

Glory to Them

We are so busy living the daily life that few of us ever give a thought to the vast army of the unremembered dead, and yet we are where we are because of them. Every thing we do, and every thought we think, is linked in some way or other with the deeds they did and the thoughts that once went through their minds. An architect sits down today to lay the dream-structure of a new cathedral. With him sit down the architects of all the great ages of the past. From one he gets the suggestion of a tower, and from another a window rises into view; from the chisel traces of a long-vanished hand he received the thought that becomes the motif for the grandeur that he weaves into his dream. Thus it happens that behind us stands the invisible army of the unremembered dead; not a useless, nerveless, strengthless army, but one that supports and lifts up and supplies with things needed for the victory that we hope will be ours. The past is like a vast granary, into which countless minds have poured the fertile seeds of thought harvested in the years of human life. From this granary we are privileged to draw all that is needful for our own nourishment, replanting the seeds in our own fields, and reaping our own harvest of better and better things.

Below I present a noble poem:—

GLORY TO THEM.

By Anderson M. Scruggs

Glory to them, the toilers of the earth,
  Who wrought with knotted hands, in wood and stone;
Dreams their unlettered minds could not give birth,
  And symmetries their souls had never known.
Glory to them, the artisans, who spread
  Cathedrals like brown lace before the sun;
Who could not build a rhyme, but reared instead

The Doric grandeur of the Parthenon.

I never cross the marble portico,
Or lift my eyes where stained glass windows steal
From virgin sunlight moods of deeper glow,
Or walk dream-peopled streets, except to feel
A hush of reverence for that vast dead
Who gave us beauty for a crust of bread.

Evil Announces Itself

It would be strange, indeed, if the all-loving Father, who is interested in everything that is clean and bright and good, should have permitted evil to go abroad among the races of men under the protection and disguise of a good character. As we look about us in the world we find that all harmful beings give warning of their bad or vicious powers; anyone who has seen a rattlesnake coiled in the sun will know just what I mean. One look at that flat, ugly head with its beady, unwavering black eyes is enough to send the cold chill of fear down one's spine; what brave, strong man does not rouse himself quickly to slap off a mosquito that lights upon his cheek, the very sound of its humming wings gives out a warning that no one disregards; as one crosses the desert he comes upon, now and then, a scorpion lying like a tiny lobster in the sand; he is so ugly and so vicious looking that not even a dog will go near him; in the woods, now and then, in early fall, the traveler comes across a toadstool whose top is painted with all the beauty of a Spanish parasol, and yet, there is something deadly about its very beauty that drives one off, as though it says in words plainly to be heard: "To eat me is to die." All those things that I have mentioned have the menace of death about them, and that menace is carried across to man with some sign or signal that each gives.

The same is true of evil, in no matter what form we find it; the drunkard proclaims by every action and word he gives forth the warning that in drink lies loss of consciousness and conscience and self-respect, and the very drink itself is a fiery, terrible stuff that burns the throat and makes one gag as it is swallowed; behold the liar, how he goes about with a wavering eye, and the vicious person, how his lips curl like the snarl of a bad dog. Can anyone mistake the face of the hardened criminal, or the face of the idiot? Wherever we go we find conditions the same. Evil proclaims itself, warning away the good, and attracting the evil to it. Its deadly character is written on its brow, for it is the intention of the Father that no man be deceived.

Earth

One summer's day I walked into a deep, cool pinewoods, and in a little swale close to a moist rock came upon the most lovely toadstool I have ever seen. It lay close against the purple of the rock; its soft, velvety top flamed with a most wonderful soft color of beaten gold; here and there creamy scarlet patches seemed etched into the glory of the gold. A little six-year-old friend who walked with me ran forward with a cry of joy to pick it.

"Do not touch it," I called to her. "It is full of deadly poison. You may look at it and enjoy its beauty, but you mustn't touch it."

I have told you this little incident to point a greater truth. All things that are beuatiful to the eye are not good for us; things that are pleasing to the ear may be full of deadly poison for the spirit, and even the thoughts of men, while they charm us with the music that carries them from their minds to ours, may come laden with hidden seeds of sorrow and unhappiness.

Today I present to you a poem—a most beautiful poem, full of sweet rhythm and lovely thinking—a poem as beautiful as the toadstool beside the rock—and yet as full of destroying poison for the beautiful spirit that dwells in each one of us.

EARTH

Grasshopper, your fairy song
And my poem alike belong
To the dark and silent earth,
From which all poetry has birth;
All we say and all we sing
Is but as the murmuring
Of that drowsy heart of hers
When from her deep dream she stirs.
If we sorrow or rejoice
You and I are but her voice.

Deftly does the dust express
In mind her hidden loveliness,
And from her cool, silent stream
The cricket's cry and Dante's dream:
For the earth that breeds the trees
Breeds cities too, and symphonies,
Equally here beauty flows
Into a savior, or a rose.

—John Hall Wheelock.

Do you sense the beauty and the glory of these wonderful lines? Can it be that hidden in their very loveliness is a destroying power? What would happen to our spiritual growth if we accepted the thinking that underlies this masterpiece of verse? Would not our minds be drawn down to the things of earth? Would not our thinking also belong to "the dark and silent earth"? Would not we become but "her voice," earth-seeking, earth-expressing, with all the majesty of spirit gone out from us? Could we believe that "from her cool, silent stream" comes "the cricket's cry and Dante's dream," how immeasurably would we have fallen from the radiant life that flows down to earth from the Father's thinking.

It is not true that "the earth that breeds the trees, breeds cities too, and symphonies."

From a far higher source these come, gathering up the calm, unliving earth to clothe them as one in passing might gather up a robe to cover one against the cold. Beyond all earthen things lies that wonderful living thing we know as spirit. Beyond the earthern jar, the oil presses that fill the jar; beyond the seed, the glory of the living flower; beyond the man, the ever-living, shining presence of a greater and a greater life.

No Surrender — Forward!

By Albert Sidney Lehr

If we but knew it and would dare, we should find that the very dust of our failures teems with the germs of success, that the heart of victory still throbs in the grim skeleton of our defeats. Failure and defeat have no place in the law of our Being nor in the will of God. Progress, the overcoming of obstacles, the ever forward march, are matters not alone of our choice, but of life's necessity. The only alternative is physical, mental and spiritual paralysis, death.

That law which draws the rivers to the sea and guides the planets in their courses bids us go forward—ever and forever forward! Often our march must be in the dark, perhaps with sore anguish and weeping. Sometimes we will falter and hesitate, fall back, or retreat. Still, even then, the word is—FORWARD! Is the road dark? Plant the feet more firmly on the ground. Is there cause to weep? Let the tears wash the eyes for a clearer view. Is retreat necessary? Let it be to rally our forces for another attack. Do what you must—march in the dark, weep, falter, hesitate or retreat; but there is one thing you must not do—you must not surrender. Always, and always—F-o-r-w-a-r-d!

—Exchange.

The BOOK TABLE

THE COUNTRY TEACHER AT WORK. By Frank J. Lowth, Rural Normal School, Janesville, Wisconsin. Cloth. 541 pages. New York: The Macmillan Company.

This book is restfully refreshing. It is as wholesome reading for anyone as it is for the rural school teacher. We have spent enjoyable time rambling through these 500 pages, and we have not found a paragraph that is not well worth our reading. Here are a few unusually suggestive sentences: . . " 'Influence,' as distinct from 'authority,' is the art, or process, with power of producing an effect without apparent force or direct authority. . . . The control of objectives and practices demands much thought and effort if the teacher is to be genuinely successful."

"Assign—study—recite! This has indeed been a tragic trio of formal deadening school practice, and it is surely one which still prevails in too many schools."

"To keep up with the times a teacher will need to do at least some reading and thinking about professional problems each day. If a teacher really grasps the situation she will have problems. If she has no problems it is likely that she is at a standstill professionally."

There are literally thousands of sentences as sensible and impressive as these we have quoted.

After each chapter, and scattered through the chapters, are questions for discussion which are sure to provoke discussion.

This is really a remarkable book which can but benefit every teacher who reads it, and every teacher who owns it will read it and will be a better teacher ever after reading it.

SANGREN INFORMATION TESTS FOR YOUNG CHILDREN, By Paul V. Sangren, State Teachers College, Kalamazoo, Michigan. Yonkers-on-Hudson, New York; 2126 Prairie Avenue, Chicago; Boston, Atlanta, San Francisco, Dallas, Portland, Ore.: World Book Company.

Dr. Sangren has made a book which will appeal to every one who is interested in having children get credit for what they know instead of testing what they know that the teacher told them to know.

A fatal tendency of some testing is to give the teacher credit for having a child know because of the school what he would know without the school a little later.

Every child learns more important things that he learns out of school than he learns in school, and Dr. Sangren gives the child credit for what he knows wherever he has learned it.

TEACHING HEALTH IN FARGO. By Maud A. Brown. New York City: The Commonwealth Fund Division of Publications.

The first time we came in contact definitely with the Commonwealth Fund in action was in connection with its health work in Fargo. We have an impression that it was the first try-out of the most remarkable plan for creating a healthy community through the schools.

It was a new creation which has now rejuvenated the attitude of communities toward health habits in every section of the country.

Since our acquaintance with the way they were teaching health in Fargo we have missed no opportunity to enjoy its revelation elsewhere, and we have broadcasted our observations in every state in the Union.

Our latest discovery is in Marion County, Oregon, where Mary L. Fulkerson has literally created a high state of health in every family in the rural districts and in the hill country.

THE NEW DAY ARITHMETICS. Intermediate Book and Elementary Book. Each with 450 pages. By Fletcher Durell, Harry O. Gillet, University of Chicago; Thomas J. Durell, Superintendent, Cape May County, New Jersey. New York and Chicago: Charles E. Merrill Company.

The authors of these two New Day Arithmetics seem to have discovered that boys and girls in the fourth and fifth grades need an entirely different way of being taught how to learn, than in the grades below and the grades above. It is refreshing to have evidence of this highly important discovery which the Durells and Gillets have made.

In arithmetic especially everything must appeal to the boys and girls of this age by having a business air. It must be something that father and mother will appreciate having their children know. The parents may not detect errors in grammar or spelling, but they know magically when anything is wrong in arithmetic.

The books must put away childish things, but in doing so there must be a consciousness of mastery.

Nothing is so demoralizing to boys, especially, as continued failure in anything, and the arithmetic lesson emphasizes definite failure more than in any other subject. It is the one lesson in which failure to be accurate is mentally, yes, and socially demoralizing.

UNCLE SAM'S ATTIC. By Mary Lee Davis. Illustrated by Author's Photographs. Cloth. 402 pages. Boston: W. A. Wilde Company.

There could be no greater endorsement of the book than its dedication to Mark Sullivan, who urged the author to write this book. As one looks into the Alaska attic he realizes that Mark Sullivan never did the country a better service than when he became responsible for the writing of the first adequate account of that fascinating country which is an interesting part of the United States, and will some day be a vital part of the most influential country in the world.

This paragraph is characteristic of the style of the 200,000 words of the book, written by a woman who has lived there many years: "The North, the forest, the new land, the new way of life—these are a crucible in which the virgin gold of character is assayed by strong reagents."

NARRATIVE POEMS: Ballads, The Ancient Mariner, Sohrab and Rustum, Edited by Max J. Heuzberg, Newark, N. J., with decorations by Alice Beyer. Cloth. 4 by 6. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

This is a carefully selected group of poems specially adapted to the requirements of college entrance examinations, and meet the modern school standards.

CHILDREN AT THE CROSS-ROADS. By Agnes E. Benedict. Foreword by Howard W. Nudd. 41 East 57th Street, New York City: The Commonwealth Fund Division of Publications.

Raymond, who declared war against his world; Fanny, triumphantly bad because thoroughly bored; Tim, truant because he felt inferior to his schoolmates; Buster, fighting for a home; Clem, sacrified to his father's farmlands; Millie, starving in a thriving community; Bonny, whose schooling was less important than the strawberry patch; the Rileys—Jake and Slim—whom the teacher called "unteachable"; Elizabeth, too bright for Stony Gap.

The Rural Child and the Community, The Rural Child at Home and in School, Visiting Teacher Work in a Rural Setting, Group Work in School and Community.

EDUCATION IN ACTION

Radio School Massachusetts Product

Seventy-Seven Institutions of Higher Learning Now Control Broadcasting Stations; 80 on Part Time

Practically all of the universities and colleges in Massachusetts co-operate with the state department of education in university extension activities, contributing definitely in some way to adult education outside of university and college walls, according to a federal government publication issued by Commissioner William J. Cooper, of the Office of Education.

To the division of university extension of the Massachusetts State Department of Education belongs the credit for having originated and launched the first radio course given as college work. This broadcasting of educational lectures as part of a college course was begun in the fall of 1923 with an enrollment of three students. The course given was in household management. In the twenty-nine subsequent courses given 7,500 students have been enrolled.

Seventy-seven colleges and universities now own and operate broadcasting stations, and approximately eighty other institutions of higher learning are broadcasting educational matter over commercial stations.

Among the Massachusetts Institutions listed in this federal publication as providing extension activities are: Massachusetts Agricultural College, Amherst; Boston University, Boston; Division of University Extension, Massachusetts State Department of Education, Boston; Northeastern University, Boston; Harvard University, Cambridge; Smith College, Northamption; State Normal School, North Adams; Clark University and State Normal School, Worcester, and the State Normal School, Westfield.

Subjects given through correspondence by Massachusetts institutions are:—

Clark University, courses in teaching economic geography.

Massachusetts Agricultural College, apple growing, commercial floriculture, farm managements and accounts, home flower gardening, six courses in poultry husbandry, soils and soil fertility.

State Normal School, North Adams, American history, arithmetic, civics, educational psychology, geography, grammar, history of education, hygiene, language, literature, nature study, rural school management, and sewing.

The division of university extension of the Massachusetts State Department of Education offers work in 175 subjects, included in the following general topics: civil service, commercial and management, drawing, economics, education, electrical engineering, history and government, highway and hydraulic textiles, home-making and art, language, mathematics, mechanical engineering, natural science, review courses for college examination, special industrial courses, and structural courses.

A large variety of subjects is also offered by Massachusetts institutions for class work outside of institutions.

High School Students Strike

Several hundred pupils of Watertown (Mass.) High School recently walked out of school because this year's school day is seventy-five minutes longer than that of 1929. Many complained that they are prevented from holding afternoon jobs to help finance their education. Those participating in the strike were suspended by school authorities, and informed that they would not be re-admitted to classes until they presented letters from their parents giving assurance that school rules would be observed. The strike, however, collapsed within a few days, when all but about fifty students returned to their classes. Most of the pupils returning brought notes signed by their parents, stating that the students would abide by the rules of the school. In Hazleton (Pa.) about 950 of the 1,050 pupils of the Hazleton High School recently went on strike. They walked out in protest against restriction of their luncheon period to twenty-five minutes. An attempt was made to obtain the intervention of Mayor James G. Harvey and the city council.

B. U. Girl Students Have New Director

Incoming freshmen at Boston University's College of Practical Arts and Letters found a helper that older students did not have, in the person of Miss Phyllis Dunsmore Smith, of Hartford, Conn., who has been appointed chairman of the committee on student personnel. In making the announcement Dean T. Lawrence Davis said Miss Smith will organize along definite lines a program of interest and help in developing talents of the individual girl student in the college. "For some time we have been trying to arrange a program of this kind that will develop character without so much waste of time and effort," Dean Davis explained. "We have never had the facilities for its development until this year."

First Indoor College Football

The City Commissioners of Atlantic City paved the way for the resort's first indoor football game between leading colleges at one of their weekly meetings, when a resolution by Commissioner Joseph Paxson was adopted to rent the arena of the city auditorium to Washington and Jefferson Lee College and Lafayette University, for a football game on the night of October 25. It will be the first indoor gridiron game on record, it was said. The lessees will pay the city as rent a sum equal to twenty-five per cent. of the gross receipts above expenses. The advertising outlay will not be in excess of $2,000, it was said.

Trucks Haul School's Water

With all water in the city of Annapolis's (Md.) three reservoirs gone, and only a supply in the settling basin remaining, two motor trucks were engaged recently in hauling drinking water from wells for use of public school children. The step was decided on by school officials because of complaints of the taste of the water remaining in the municipal system. Residents at this time resorted to the use of water from the Naval Academy and private wells for drinking. A fire engine which had been pumping water into the reservoir from a stream did not halt for more than a month.

College Course In Broadcasting

The "business of broadcasting" is being offered as a course by the College of the City of New York, with Frank A. Arnold, director of development of the National Broadcasting Company, serving as the lecturer. The course is open to both men and women. The lectures, to be devoted to radio broadcasting advertising, will take up

the technique of broadcasting and illustrate methods used to prepare both sustaining and sponsored programs. The historical background of present-day broadcasting was the basis of the first lecture. This talk by Mr. Arnold will be followed by others on the development of the art to the present time.

Negro Educator Heads New Service

Establishment of an office of specialist in Negro education, with Dr. Ambrose Caliver, former dean of Fisk University, himself a Negro, as its head, was announced recently by the Office of Education. The new office is intended to stimulate and encourage research in connection with Negro educational work, and to provide a clearing house in connection with Negro educational work, and to provide a clearing house of information for those who are engaged in this field. In a statement the Interior Department said that "because of its uniqueness and strategic situation it is felt that the position offers large opportunities for service, both to the Negro race and to the nation." Dr. Caliver is a graduate of Knoxville College, and has done graduate work at the University of Wisconsin, at Harvard and at Columbia. He is said to be the first man of his race in this country to receive a Ph.D. for work in educational personnel research. His degree was from Columbia University. His appointment to the Office of Education was effective from September 1. He will visit "school and communities throughout the country, make contacts with school officials and others who are interested in Negro education," and "will attempt to focus on the problem of Negro education all of the expert knowledge, technique and educational forces available in the nation."

Collegians Now Taller and Heavier

Students entering the University of Pennsylvania are younger, taller and heavier than those of twenty years ago, according to Samuel F. Coleman, registrar. The average age of students now is eighteen years, six months, while in 1910 it was 19.6 years. The average height is five feet, eight inches, while their fathers stood five feet, 7.4 inches. The average weight of students has increased from 132 pounds to 140.

Bulgaria to Change School Courses

One of the chief reasons why Bulgaria is trying to readjust her educational system is because it is already oversupplied with trained people for most of the professions. The country wants to prepare its youth, who are known to be among the most studious in Europe, for work that will be of the most benefit for them and the nation. Nearly a third of the students in Sofia University live on less than $12 a month, and nearly half on less than $16 monthly. Three-fourths of them are supported by their parents, and about a fourth earn all or part of their own living. Of the 4,000 students, of whom more than a fourth are girls, only forty, of whom thirty-three are boys, spend as much as $30 a month.

"Talkie" Scenario Courses Now in Colleges

The phenomenal growth of the "talkies" is registered this fall even in the college curriculum. As a result of the introduction of dialogue into pictures, new courses in scenario writing are to be added, and old courses are to have increased emphasis in the work of English departments this year. At the University of Southern California a Hollywood scenario writer of long experience is to have charge of practical courses. Visits to pictures in production at the large studios are planned, and the best scenarios written by the students will be filmed with the assistance of the art and speech departments of the university.

Alphabetical Origins Described

In an address to the anthropology section, Sir Richard Paget, Fellow of the Physical Society, London, described the bearing of mouth-gesture on the development of the alphabet. He said the evolution of alphabets appears to have been influenced by sympathy of movement between the human mouth and tongue and human hand. If the alphabets of different nations were examined, letters standing for P, B, M, W, U, are symbols commonly suggestive either of closed mouth or of two lips closed or projected, or on the point of opening. Sir Richard pointed out that alphabets generally have been supposed to be derived from pictographs—pictures of some words. He suggested that early scribes searching for suitable symbols were unconsciously affected by the sympathy of movement between their tongues, mouths and hands; they tended to select those pictographs which most closely resembled the track of the tongue and lips uttering the sound described.

Special Courses For Backward Children

The task of adjusting mentally exceptional children through special school training will be made the subject of extended government study by a new branch of the Federal Office of Education. The new service, announced recently, will be under direction of Elise H. Martens, California specialist in the training of such children, and will include the preparation of special courses for deficient and backward children, in co-operation with school officials. Special attention will be given in the work to averting the development of mentally handicapped children into juvenile offenders, and later adult criminals. Miss Martens is a graduate of University of California, and has been connected with the school systems of Oakland and Berkeley.

Coaches Dropped At Fall River

Action of the Fall River (Mass.) school committee in abolishing the majority of coaching positions in the public school system more than cut this special payroll nearly in half. The only coaches retained were the high school football, basketball and baseball directors. The Durfee faculty manager was also retained. Ten are dropped. The move slashes $1,600 from the 1929-30 payroll of $4,125. Those retained are Stephen R. Nawrocki, Durfee football and basketball coach, who is paid $500 for his efforts with the gridiron team, and $300 for his work with the hoopmen; Leslie W. Orcutt, Durfee baseball coach, whose salary is $375, and Herbert W. Pickup, Durfee faculty manager, who is paid $350.

Voters to Pass On University

Massachusetts voters at the state election will pass on an initiative petition for a University of Massachusetts to provide free education for male and female students, with books, papers and other materials furnished by the state.

UFA Films Inc. New York N.Y. 1540 Broadway Bryant 7890

16 or 35mm

EDUCATIONAL FILMS

With Spoken Lectures

or

Classroom Titles

ESTABLISHED 1869

SHIFT THE DAILY WEAR AND HANDLING
from A SCHOOL BOOK *to*
A HOLDEN BOOK COVER

Saving Money by Saving the Book

SAMPLES FREE

THE HOLDEN PATENT BOOK COVER COMPANY
MILES C. HOLDEN, President SPRINGFIELD, MASSACHUSETTS

Attorney-General Warner approved the form of the initiative petition and the question relating to it, which will appear on the ballots at the election in November. The signers of the petition are William E. Lewis, David Grant, James A. Reardon, Victor A. McInnis, Joseph Corbett, Thomas J. Barry, James C. Flannery, Frank Shaw, Henry D. Stetson, William E. Mahoney, all of Boston, and Harry Ehrlich, of Chelsea. The institution would be authorized to confer degrees and grant diplomas. A residence of four years in the state would be a requirement for enrollment. It would be headed by a board of seven regents appointed by the governor, at a salary of $5,000 each.

Schoolhouse of Logs Is Disappearing Type

The little log schoolhouse has almost disappeared from North Carolina, only twenty-two structures of that type remaining in the state. All were being used by colored children. The records of the State Department of Public Instruction show that there were 5,565 rural schoolhouses in use during 1928-29, this number being 215 fewer than were in use during the preceding year. Of this number, 974 were of brick construction, 4,569 were of frame construction, and 22 of log construction. From 1927-28 to 1928-29 there was an increase of seventy-eight brick type houses, and a decrease of 287 frame-type, and six log-type houses. These figures show, according to State Superintendent A. T. Allan, that the trend in schoolhouse construction is toward brick structures, and that frame and log structures are disappearing. They also show that the amount spent for building purposes tends to decrease.

Land Grant Colleges Maintain Efficiency

Rapid changes in the presidencies of the Federal land grant colleges during the past three years have not been accompanied by a perceptible impairment of academic efficiency. A total of thirty-three and one-third per cent. of the executives have been displaced during the past three years, according to Dr. Walter J. Greenleaf, associate specialist in higher education, Office of Education. The reasons for the startling turnover are not available, and involve many factors of a personal kind not obtainable. Some resignations have been due to aspirations for higher salaries either in the profession elsewhere or in business. Others have resulted from changes in political complexions and for other reasons not always clear. Dr. Greenleaf stated that he has prepared a new list of the presidents of the fifty-two land grant colleges for white students and the seventeen for colored students.

Tulane Medical School Skyscraper Completed

Completion of the new $1,250,000 Tulane Medical School skyscraper in New Orleans has been announced by the architects. Transfer of the medical museums and libraries now housed in the old building will be an important phase of the remaining work. One of the outstanding parts of the new structure will be a section devoted exclusively to the radiological and deep therapy departments. Here radium will be kept for research work in a specially constructed arrangement, consisting of lead-lined walls to prevent escape of the material. The building will be called the New Hutchinson Memorial.

Henry Ford School Enrollment Jumps

Henry Ford's division of the Sudbury (Mass.) school system, including the new elementary school, recently finished, has opened its fall term. The new school, designed to care for graduates of the "Mary's Little Lamb School," will be conducted by a corps of teachers under the direction of Miss Martha Hopkins, who formerly taught in Mary's school. Her place in the smaller institution will be taken by Miss Marion Allen, of Sudbury. The Wayside Inn Trade School admitted eighteen additional boys, bringing the total to fifty pupils. New dormitory facilities for these boys are provided on the old Dutton estate, which has been remodeled to meet the increased demand for space.

Home-making Taught Adults

Vocational education in Kansas will be expanded to include adults, C. N. Miller, director of vocational education, has announced. Under the supervision of Hazel Lyness itinerant teachers will visit various communities and establish classes for parents. Different departments in home making, including sewing, nutrition, marketing, budgeting and household expenses, will be in the curriculum. Instructions will be given for two months in each community.

Pageants

FOLK DANCES - ATHLETICS - GAMES - FESTIVALS - PHYSICAL EDUCATION
Thousands of Teachers use our books
80-page illustrated descriptive catalog with Table of Contents of books, sent on request.
A. S. Barnes & Company
Educational Book Publishers since 1838
67 West 44 Street - - New York

✣ ✣ ✣ TEACHERS' AGENCIES ✣ ✣ ✣

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St.
New York, N. Y., 225 Fifth Ave.
Syracuse, N. Y., 139 Fage Ave.
Philadelphia, 1420 Chestnut St.
Pittsburgh, Pa., 549 Union Trust Bldg.
Birmingham, Ala., 808 Title Bldg.
Kansas City, Mo., 1020 McGee St.
Portland, Ore., 409 Journal Bldg.
Send for circular and registration form free

GRINS BETWEEN GRINDS

Second Choice

"How would you like to be President of the United States, Tommy?" asked a visitor.

"Well," replied the youngster, "I wouldn't mind the job after I get too old to be a baseball pitcher."—Richmond News Leader.

Learning French First

Young Lady—"How is it you don't come to Sunday School, Katie?"

Katie—"Oh, please, miss, I'm learning French and music now, and mother doesn't wish me to take up religion till later."

In Simple English

The American was a guest at supper of a family in rural England. The principal dish was a delicious ham. The son of the family soon finished his portion, and said to his mother: "Please pass the 'am."

"Don't say ''am'," his father cut in. "Say ''am.'"

The mother turned smilingly to the American. "They both think they're saying ''am.'" she said.—American Legion Monthly.

His Luck

Young Smith, walking in the park one Sunday morning, came upon his girl walking with another man.

Seething with anger, he dashed up to the couple.

"Look here," he cried. "I'm not going to play second fiddle to anybody, and that's that!"

The girl looked at him haughtily.

"Second fiddle," she replied, "you should think yourself lucky you are in the band at all, Mr. Smith."—Stray Bits.

Troubled Waters

Gregson (who had been feeling the effects of very bad weather during a sea journey)—"Captain, does oil make the waves smooth in rough water?"

Captain—"Yes, my lad. But why do you ask me that?"

Gregson—"I've got a bottle of cod-liver oil in the cabin, and I was thinking it might be valuable to you, captain. I'd sooner save the ship with it than take it myself!"

Shoe Leather

First Man—"What kind of leather makes the best shoes?"

Second Man—"I don't know, but banana skins make the best slippers."

Oh, Gladly!

Maid—"Are you going out in the car on Sunday, ma'am?"

Miss—"No."

Maid—"Then I'd like to ask for the loan of it; mine's being repaired."—Moustique.

Some Desks Like That

First Executive—"Did you enjoy your vacation?"

Second—"Yeah, but there's nothing like the feeling of a good desk under your feet again."—Life.

How True

Home Economics Teacher—"Now in getting a meal what is the first and most important thing?"

Class (in unison)—"Find the can opener."—Capper's Weekly.

Job vs. Career

"I suppose, Harry, you'll want me to give up my job when we are married?"

"How much do you earn?"

"Forty dollars a week."

"That's not a job, dear; it's a career. No, I wouldn't want to interfere with your career."—The Pathfinder.

Life Gets Like That

Jinks—"Have you got your automobile paid for?"

Binks—"Practically. Three more payments and it will belong to the fellow that bought it from the chap I sold it to!"—Brooklyn Eagle.

No Effect

"Why did you thrash Muriel?"

"She called me a fat pig."

"Thrashing is no good; you must diet."—Hummel, Hamburg.

Meetings To Be Held

OCTOBER

9-11: Vermont State Teachers' Association, M. C. Parkhurst, 323 Pear Street, Burlington, Vermont: Rutland, Vermont.

16-18: Indiana State Teachers' Association, C. O. Williams, 205 Hotel Lincoln, Indianapolis, Indiana: Indianapolis, Indiana.

16-17-18: New Hampshire State Teachers' Association, Concord, W. H. Buker, president: Rochester, New Hampshire.

17-19: Utah Education Association, D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah: Salt Lake City, Utah.

23-24: Maine State Teachers' Association, A. W. Gordon, Augusta, Maine: Bangor, Maine.

23-25: Montana Education Association, R. J. Cunningham, Box 217, Helena, Montana: Helena, Montana.

20-23: National League of Compulsory Education Officials, M. Andrew, 352 Court House, Memphis, Tennessee: Rochester, New York.

23-24: Ninth Annual Meeting of the Vocational Home-Makers, Broadview Hotel, East St. Louis, Illinois.

24: Connecticut State Teachers' Association, G. C. Swift, Watertown, Connecticut: Hartford, New Haven, Bridgeport, New London.

24-25: Tenth Annual Meeting of the Illinois Home Economics Association, Broadview Hotel, East St. Louis, Illinois.

27-31: American Public Health Association, Homer N. Calver, 370 Seventh Avenue, New York City: Fort Worth, Texas.

31: Franklin County Teachers' Association, Greenfield, Massachusetts, Howard M. Porter, president.

OCTOBER-NOVEMBER

30-November 1: Rhode Island Institute of Instruction, C. W. Bosworth, 77 Rolfe Street, Auburn, R. I.: Providence, Rhode Island.

30-November 1: Colorado Education Association, W. B. Mooney, 530 Commonwealth Avenue, Denver, Colorado: Grand Junction, Pueblo, Denver, Colorado.

30-November 1: Minnesota Education Association, C. G. Schulz, 162 West College Avenue, St. Paul, Minnesota: Minneapolis, Minnesota.

30-November 1: New Mexico Educational Association, C. B. Dyke, Short Hills, New Jersey: Atlantic City, New Jersey.

NOVEMBER

6-8: Association of Urban Universities, C. S. Marsh, University of Buffalo, Buffalo, New York: Philadelphia, Pennsylvania.

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY
Dept. 77, Chicago
for FREE EYE CARE BOOK

MURINE FOR YOUR EYES

STATEMENT OF THE OWNERSHIP, MANAGEMENT, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of Journal of Education, published weekly at Boston, Mass., for October 1, 1930.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared Anson W. Belding, who, having been duly sworn according to law, deposes and says that he is Business Manager of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, associate editor, and managing editor are:—

Publisher—New England Publishing Company, 6 Beacon street, Boston.

Editor—A. E. Winship, 46 Shepard street, Cambridge, Mass.

Associate Editor—A. W. Belding, 277 School street, Watertown, Mass.

Managing Editor——Isobel R. Lay, 60 Dartmouth street, Winter Hill, Mass.

2. That the owners are:—

New England Publishing Company, 6 Beacon street, Boston; A. E. Winship, 46 Shepard street, Cambridge, Mass.; Anson W. Belding, 277 School street, Watertown, Mass.; Isobel R. Lay, 60 Dartmouth street, Winter Hill, Mass.; Mrs. Loella R. Winship, 46 Shepard street, Cambridge, Mass.; Laurence L. Winship, South Sudbury, Mass.; Mrs. Abbie Meserve, 87 Linden street, Allston, Mass.

ANSON W. BELDING,
Business Manager.

Sworn to and subscribed before me this 18th day of September, 1930.

ISOBEL R. LAY,
Notary Public.

(My commission expires October 13, 1933.)

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning
47 Winter St., Boston, Mass.

Wm. B. Ittner, Inc.
ARCHITECTS
A record of achievement.
475 Schools in
116 Cities and Towns in
28 States
St. Louis, Mo.

TEACHERS' AGENCIES

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.
SEND FOR CIRCULARS

ALBERT TEACHERS' AGENCY
45TH YEAR
25 E. Jackson Blvd., Chicago
535 Fifth Avenue, New York
Peyton Bldg., Spokane, Wn
York Rite Temple, Wichita, Kansas
TEACHERS WANTED for positions in Public Schools, Private Schools, Colleges, Universities, State Normal Schools, etc. Best schools our clients. Send for booklet "Teaching as a Business."

AMERICAN AND FOREIGN TEACHERS' AGENCY
Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address
introduces to Colleges, Schools and Families, superior
Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York

THE CARY TEACHERS' AGENCY
Our business is done by *recommendation* in answer to *direct calls* from employers.
C. WILBUR CARY, Manager, 36 Pearl St., Hartford, Conn.
ROSE E. BRADBURY, Manager, 14 Beacon St., Boston, Mass.
GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

THE CORLEW TEACHERS' AGENCY
GRACE M. ABBOTT, MANAGER
120 Boylston Street, Boston
Member of National Association of Teachers' Agencies

THE FICKETT TEACHERS' AGENCY
Edward W. Fickett, Prop. Telephone Hay. 1678
N. A. T. A. Member
8 Beacon Street, Boston Established 1885

KELLOGG'S TEACHER'S AGENCY
Established 1889
31 Union Square, New York, N. Y. (Broadway at 16th Street)
B. F. Mannion, Miss M. B. Gosman } Managers
Telephone Algonquin 1756
We have been supplying teachers to the Public and Private Schools for over forty years. We have no branches. All applications for membership and all requests for teachers receive the personal attention of the managers. Call, write, or telephone us for careful personal service.
Member National Association of Teachers' Agencies

WINSHIP TEACHERS' AGENCY
ALVIN F. PEASE, Manager
6 Beacon St. . . . Boston, Mass.
Long Distance Telephones
Office and Residence
PROMPT! COURTEOUS! FAIR!
Member of National Association of Teachers' Agencies